DOCUMENT RESUME

ED 220 865 CS 207 199

AUTHOR	Haugen, Nancy S., Ed.; And Others
TITLE	A Guide to the Teacher's Role in the Writing Program.
INSTITUTION	Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE	81
NOTE	52p.; Also sponsored by the Wisconsin Native American Teacher Corps.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Revision (Written Composition); *Teacher Role; *Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS	Research Papers (Students); Wisconsin Writing Project; *Writing across the Curriculum; Writing Projects

ABSTRACT

Focusing on the teacher's role in helping students to be creative in writing while expressing themselves more clearly, concisely, and accurately, the first four chapters of this guide offer a simple three-step process with strategies for teachers to follow when teaching writing. First, the guide discusses how the teacher can more thoroughly "set the stage" during the prewriting phase. Second, it shows how the teacher can actively participate in the composing phase, serving as an accessible reference for students. Third, the guide outlines how the teacher can transfer responsibility to students for proofreading and revising their own papers. Fourth, it suggests a follow-up to these three steps by including evaluation and delivery of the finished product to its intended audience. Each of the three steps, plus follow-up, includes a discussion of the teacher's role, strategies, and examples. The second half of the guide consists of two long chapters that offer writing ideas for teachers of other subjects and includes sample lessons for math and children's literature at the elementary level; home economics, English, social studies, and health at the middle school level; and a research project and science lab report for the high school level. Appendixes include a data chart for helping students organize reports and various evaluation guide sheets. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220865

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A GUIDE TO THE TEACHER'S ROLE IN THE WRITING PROGRAM

Nancy Bicha-Dale
Nancy Booth
Larry Ehrhorn
Beverly Martin
Susan Perry
Michael Scheer
Carole Vincent

Edited By

Nancy S. Haugen
John M. Kean
Maribeth Mohan

WISCONSIN WRITING PROJECT 1981

University of Wisconsin-Madison

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy S. Haugen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 207179

WISCONSIN WRITING PROJECT 1981

PROJECT DIRECTOR: John Kean, Professor
Department of Curriculum and Instruction
University of Wisconsin-Madison

PROJECT COORDINATORS: Nancy S. Haugen, Maribeth Mo'lan
Department of Curriculum and Instruction
University of Wisconsin-Madison

PROJECT SUPPORT STAFF: Donna L. Fisker, Guy Keshena, Peggy Scott

ADVISORY COMMITTEE

Nathan S. Blount, Professor
Chairperson, W. W. P.
UW-Madison

Bonnie Faust
Oregon School Dist.

Steven Fortney
Stoughton Public Schools

Phillip Helgesen, Dist. Adm.
Oregon Public Schools

Margaret Jensen
Madison Metro. School Dist.

Robert Kellner
Wisconsin Dept. Public Instr.

William T. Lenehan, Professor
UW-Madison

D. D. Mortimer, Dist. Adm
Columbus Public Schools

Walter S. Plaut, Professor
UW-Madison

Donald Hafeman, Sup't.
Madison Metro. School Dist.

Mary Lou Sharpee
Columbus Public Schools

Joyce E. Steward, Professor
UW-Madison

Carrol Theobald
James Madison Memorial H. S.

EX OFFICIO

Lewis Tosworth, Assoc. Dir.
Undergraduate Orientation
UW-Madison

Peter J. Burke, Exec. Sec.
Wisconsin Improvement Program
UW-Madison

Blair Matthews, Asst. to
Vice Chancellor
UW-Madison

Table of Contents

		Page
I.	Frustrations of the Field	2
II.	Point of View	3
III.	Every Teacher's Guide to Writing	5
	A. Prewriting	5
	B. Composing	7
	C. Editing	8
	D. Follow-up	9
IV.	Conclusions	11
V.	Writing Ideas for Teachers of Other Subjects	13
VI.	Sample Lessons	19
	A. Elementary	19
	1. Math	19
	2. Children's Literature	21
	B. Middle School	23
	1. Home Economics	23
	2. English, Social Studies, Health	24
	C. High School	28
	1. Research Project	28
	2. Science Lab Report	29
VII.	Appendices	31
	A. Data Chart	31

Page

B. Evaluation Guide Sheets..... 32

1. Guidelines for Peer Editing Groups..... 32

2. Six Criteria for Evaluating Papers..... 33

3. Elementary Proofreading Checklist..... 35

4. Research Paper Proofreader's Checklist..... 36

5. Putting It All Together--Final Check List.. 38

6. High School Student Evaluation Sheet..... 39

7. Writing Evaluation..... 40

8. Correction Symbols..... 41

VIII. Reference List..... 42

WHAT DO ALL THESE PEOPLE HAVE IN COMMON?

A biology teacher assigns a lab report.
A second grade teacher has her students create a class book about their recent field trip.
An art teacher has his sophomore painting students prepare critiques of each other's projects.
A fifth grade teacher has her students prepare story problems to share with each other during math period.
A physical education teacher requires her students to prepare some guidelines for a sound cardio-vascular exercise program.
A Kindergarten teacher writes "winter words" on chart paper as her students say them.
An auto mechanics teacher requires his classes to write to auto parts dealers for spare parts.
A high school sociology teacher assigns a research paper on the impact of busing.
A seventh grade geography teacher assigns "pen pals" from Yakima, Wash. His students write to their pen pals and inquire about Mt. St. Helen's.
A fourth grade teacher has his students interview a parent or grandparent for a "backyard history" unit in social studies.

THEY ALL USE WRITING IN THEIR CLASSROOMS!

I. Frustrations of the Field

Since they are all teachers who use writing in their classrooms, they share common frustrations. Here are some familiar episodes.

*Mrs. Jones completes her spelling lesson for the day. The next subject is history. As Billy is writing his history lesson, he misspells a word that Mrs. Jones had taught him only one half hour ago.

*A fourth grade teacher assigns a theme to her class. The room is silent as writing progresses. The teacher notices Sue staring at her empty page. "I can't think of anything to say," she laments.

*Two identical reports are handed in to a sixth grade teacher. Both were copied from the same encyclopedia.

*A biology teacher bemoans the fact that his students cannot seem to write lab reports using complete sentences.

Similar situations occur too often in many classrooms. This is a working guide which will help all teachers get better writing from their students. It focuses on the teacher's role in helping students be creative while expressing themselves more clearly, concisely, and accurately.

Research data regarding the teaching of writing is limited--less than one tenth of all funded educational research (Graves, 1980). The strategies outlined in this guide are the results of many teachers contributing what has worked in their classrooms.

II. Point of View

Many teachers feel uncomfortable teaching writing; therefore, writing is ofen avoided in their classrooms. This uneasiness may be a result of insufficient college preparation, lack of writing practice on the teacher's part, or disappointing results on student assignments. Consequently, teachers tend to focus on skills which can be objectively taught and easily measured (i.e. usage, mechanics, and grammar). Research, however, has raised serious questions about the relationship of isolated grammar instruction and progress in writing. In one study, W. B. Elley reports on the impact of grammar instruction as follows: "The good writers stayed good; the poor did not improve" (Elley, 1976).

When teachers shift their focus from mechanics, they view the teaching of writing from a different perspective. Writing becomes a necessary communicative tool which students use to organize thoughts and effectively convey them to a specific audience.

This guide offers a simple three-step process with strategies for teachers to follow when teaching writing. First, the guide discusses how the teacher can more thoroughly "set the stage" during the crucial pre-writing phase. Second, it shows how the teacher actively participates in the composing phase, serving as an accessible reference for students. Third, the guide outlines how the teacher transfers responsibility to students for proofreading and revising their own papers. Finally, the follow-up to these three steps includes evaluation and delivery of the finished product to its intended audience.

Although the process may appear time-consuming, after doing one or two assignments this way, teachers feel more comfortable using it. Enthusiastic teachers at all levels, in any content area, can make this system work for them and their students. How will teachers benefit from using the strategies outlined in this guide? What are the end-products of each phase?

Phase	Benefits for Teachers/End-Products
Pre-Writing	*Students have a more thorough understanding of the assignment. *Students generate original ideas for themselves. *Students are prepared for the specific requirements of each assignment (i.e. form, mechanics, vocabulary, etc.).
Composing	*Teachers are able to catch misunderstandings before students are too far "off the track." *Teachers gain a better understanding of students' thought processes. *Teachers are involved during the creative process.
Editing	*Teachers use less red pencil because students edit their works. *Teachers are satisfied with more accurately completed assignments. *Students are more concerned with the quality of their work when peers serve as one of their audiences. * Teachers take on positive roles as active coordinators of successful learning experiences.

III. Every Teacher's Guide to Writing

This guide departs from the lofty realm of philosophy and focuses on the "nuts and bolts" of the teacher's role in the writing process. The four main headings in this section are: A) Pre-writing, B) Composing, C) Editing, and D) Follow-up. Each heading includes a discussion of Teacher's Role, Strategies and Examples. While this part of the guide is not an all inclusive step by step list, it must be pointed out that there are certain non-negotiable principles that must be followed. These have been starred to draw attention to them. Evaluation checklists and other more detailed examples are included in later sections.

A. PRE-WRITING

In this crucial phase, the teacher sets the stage for the assignment by providing motivation for writing, technical skills necessary for the assignment, and help to students for generating their ideas.

1. Role Introduce/present assignment with clear expectations.

Strategies

*-Include all five elements in the assignment: subject, purpose, speaker, audience, form.

Note: Giving students a specific audience provides strong motivation to write and a sense of real-world experience.

-Vary the elements to provide different writing options.

Subject	Purpose	Speaker	Audience	Form
television	persuade	oneself	oneself	manuals
physical fitness	inform	invented characters	classmates	directions
junk food	entertain	historical characters	teacher	letters
friends	describe	inanimate objects	parents	essays
	narrate		community	lists
			invented characters	captions
			inanimate objects	short stories
				plays
				poetry
				paragraphs
				sentences

Note: Primary students could write to their best friends, listing what they liked best about them. Shop students in an auto mechanics class could write a one-page set of directions on how to do a complete oil change for students who have not taken the class.

-Distribute a written copy of the assignment (may not pertain to primary grade teacher).

-Provide an evaluation form. (See examples in appendix.)

2. Role Stimulate group thought processes and group sharing.

Strategies

-Provide experiences necessary for assignment (current class work, movies, field trips, experiments, discussion of past experiences, literature-- read or read-to, tapes, observation, overheads, filmstrips, photos, records).

-Include time for verbal student interaction (brainstorming, questioning, listing, clarifying, talking, categorizing).

-Supply tools for organization when necessary.(See Data Chart in Appendix.)

3. Role *Provide models for students to follow.

-Present a model of the type of assignment you have given (lab report, children's story, menu, research paper, poem). Model may be a good or poor example. Use student work, teacher invention, or professional source.

-Do the assignment yourself to provide a model. You can evaluate your own assignment this way.

Note: Providing models is very important! Good models do not encourage "copying" or stifle creativity. Instead they serve as examples to stimulate students' thinking about what they want to say and how they can say it.

4. Role Provide instruction in skills, concepts, and terminology necessary fo. the assignment.

Strategies

*-Determine which skills are necessary for completing the assignment (vocabulary, as in listing; form definition, such as letter writing; mechanical problems, such as punctuating dialogues; usage).

Note: If you feel you have too many skills to present--look again at the assignment. Plan ahead so that specific skills can be taught in connection with writing. Students remember best what they need to use.

B. COMPOSING

The teacher actively participates in this vital stage, assisting students as they organize and write their rough draft.

1. Role Help the students start.

Strategies

*-Set aside a mandatory quiet thinking time (5-10 min.) after the pre-writing. This is a time when students can sort out all the stimulation from the pre-writing phase and focus on what is useful for them.

*-Circulate among students as they begin their initial attempts. Act as the "primer for the pump." Ask leading questions; don't worry about mechanics, yet. Provide a positive environment for writing.

2. Role Encourage students to think and write thoughts.

Strategies

-Emphasize that a rough draft is for ideas.

-Be careful not to interrupt the flow of ideas.

3. Role Serve as a reference person.

Strategies

-Provide answers to questions about the assignment and/or subject matter.

-Supply vocabulary.

-Spell words. (Write them on the board or slips of paper; have students ask a friend; have students spell phonetically; ask students to write the initial letter and leave a blank).

-Provide reference materials in the room (dictionaries, thesaurus, technical manuals, word lists).

4. Role Be a trouble-shooter.

Strategies

-Editorializing on-the-spot. (Scan the paper for problems in organization, content, form.)

-Clarify the assignment if the student is not on the right track.

-Offer suggestions on word choice, effectiveness, clarity, etc. Help the student focus on audience. Is s/he saying what s/he means to say?

-Be helpful, not intrusive.

Note: When the teacher is active and accessible during the composing process, these editorial comments will be brief. If an individual is having extreme difficulty, the teacher can arrange a separate conference time.

C. EDITING (Rewriting--Polishing)

By engaging students in this process, teachers will minimize the amount of correcting they need to do. Teachers will gradually be able to remove themselves from the editing process after teaching the students to proofread others' work.

1. Role Teach students proofreading techniques.

Strategies

-Preview the evaluation form provided during the pre-writing phase. The evaluation sheet may address content and/or mechanics.

-Teach proofreading techniques for development of ideas and organization. (Are directions chronological? Does the list have priorities? Does the lab report record sequence of events? Do analytical essays have supporting material for general thesis?). See examples in Appendix.

-Teach proofreading techniques for mechanical usage problems (punctuation, capitalization, spelling, appropriate vocabulary, clear sentences). See examples in Appendix.

Note: English teachers may want to provide a more detailed checklist of mechanics, usage, and syntax. If a specific grammatical or mechanical skill has been taught with this writing unit, the proofreading techniques especially may deal with this skill.

-Proofread writing samples from teachers, students and other sources as a group. (Put them on a ditto, overhead, or blackboard.)

2. Role Give students the responsibility for editing their own work.

Strategies

-Allow time in class for peer editing during which students give verbal and/or written comments, based on the evaluation form.

-Structure peer editing groups according to needs (random distribution of papers, student choice of peer editors, small group--3 or 4--editing, whole class editing several examples).

Note: Teachers may want to group for certain skill needs, e.g., a student who doesn't punctuate will read a student's paper who does and vice versa.

-Give the writer and evaluator time to discuss the written evaluations.

Note: Expect the student evaluators at first to be either too easy or too hard on their peers. They may be too general in their comments (This is stupid. What a dumb paper!). The teacher must show the students how to make specific, helpful comments. Give examples.

3. Role Direct students to make appropriate changes in rough draft, taking evaluation into consideration. Encourage students to become flexible and objective about changing and improving their work.

Strategies

-Give due date for final polished copy.

-Provide ample time for preparation of final copy, either by providing class time or allowing for completion at home.

Note: It is best to allow at least one day between composing and editing, if possible. This permits a "fresher" rereading of the paper.

D. FOLLOW UP

The teacher's role in follow-up can vary from grading and commenting on papers to presenting students' work to its intended audience.

1. Role Evaluate or give grades. (Note: The job of correcting has been significantly lessened.)

Strategies

-Preview original expectations before evaluating. Make sure the evaluation is based on the stated expectations, as shared with students during the prewriting process.

2. Role Plan for future instruction on the basis of observations made during evaluation.

3. Role Be sure that the assignment is presented to its intended audience in its finished form.

Strategies

-Post papers in class or on bulletin boards.

-Have classroom publications (newsletters, manuals, recipe books, story books, poems).

-Publish in school publications (newspaper, yearbook).

-Publish in community newspapers.

-Give writing as gifts to parents, relatives.

-Enter writing contests (local, state, national).

Note: Finishing touches, such as illustrations, typing the text, and laminating make the product special.

IV. Conclusions

This guide promotes the teacher as an active participant in the writing process. In the Pre-Writing phase, the teacner functions as a stimulator or stage-setter. Assignments focus on five points: subject, purpose.speaker, audience and form.

In the Composing phase, the role is that of "pump primer"--getting the students writing and carefully maintaining the flow of ideas. Here the focus is on getting thought from the head through the arm on to the paper.

In the Editing phase, the teacher becomes less visible as the students assume more responsibility for correcting the rough draft. This is the time for the students to check usage, grammar, mechanics, organization, etc. The "craft" of writing takes precedence over ideas.

For the last section, the title, Follow-Up, was carefully chosen to give alternatives to grading a paper. There are times when teachers want to do other things with writing assignments than just grading and watching the assignment end up in the waste basket.

By following the principles in this guide, the teacher assumes an active role as opposed to the more traditional passive one.

The following list documents the impact of what occurs when the teacher becomes an active participant in the writing process:

When writing is assigned	When writing is taught
1. The teacher asks the student to write on one topic from a list.	1. The teacher encourages the student to write precisely and effectively.
2. The topic is general and unstructured.	2. The topic is specific and structured.
3. There is no specific audience.	3. There is a clear audience.
4. The topic allows for general thinking.	4. The topic forces precise thought, and supporting details.
5. The purpose is vague.	5. The purpose is specific.
6. The student writes for a grade.	6. The student writes to improve ability to express precisely.
7. The student is asked to write spontaneously.	7. The student is encouraged to think about the topic.
8. Time and/or work limit is imposed.	8. The student evaluates purpose, then perceives the amount of work needed to fulfill it.
9. A first draft is required for a grade.	9 Student is encouraged to review and rewrite the first draft.
10. There are negative comments.	10. Comments are positive and constructive.
11. Corrections are usually for mechanical errors.	11. Recommendations include suggestions for improvement in style, format, and organization of thoughts.
12. All errors are corrected by the teacher.	12. Only specific errors are corrected by the teacher.
13. Teacher's time is spent correcting papers.	13. Teacher's time is spent in class, teaching.
14. Student is unsure of how grade evolved.	14. Student earns and understands the grade.
15. Student is unaware of significant changes.	15. Student sees changes.
16. Student and teacher are bored by the student's writing.	16. Student and teacher are excited by student's writing.[1]

[1] Cecelia Kingston. Competency Testing and Beyond. (Conference presentation), May, 1979.

V. Writing Ideas for Teachers of Other Subjects

1. Stock the classroom with books related to your subject. These may include fiction and nonfiction, autobiography and biography, informative books, "how to" or craft books, and, for older students, professional contributions to your field. For students in elementary and junior high years, an invaluable guide to resources is May Hill Arbuthnot's Children and Books (1972), a detailed discussion of books for young people, including resources in historical fiction, biography, the biological sciences, the physical sciences, the social sciences, and religion and the arts. Three annotated bibliographies by the National Council of Teachers of English can also provide guidance to a subject teacher looking for books: Adventure with Books (Patricia Cianciolo, Editorial Chair, 1977) is a K-8 list; Your Reading (Jerry L. Walker, Editorial Chairman, 1975) covers the junior high years; and Books for You (Kenneth Donelson, Editorial Chairman, 1976) presents materials for the senior high years. NCTE also publishes Book and Non-Book Media by Flossie L. Perkins (1972), a "bibliography of bibliographies," which guides teachers to specialized booklists.

However, subject teachers should seldom have to "go it alone" and should have the assistance of both the school librarian and members of the English and language arts faculty. In making subject-matter books available to the students, the teacher will go a long way--fairly effortlessly--toward teaching reading in his or her content area.

2. Include popular magazines in your classroom. Bring in copies of

trade magazines that touch on your field: Road and Track, Scientific American, or The American Historian. Better still, get the principal or librarian to sponsor subscriptions so that the fresh copies go directly to your class. Start a bin file of newspaper and magazine clippings of articles that relate to your field. Use these for assigned or free reading, or simply for browsing.

3. Teach the writing and reading skills required for your class. This does not mean that the subject teacher must begin teaching phonics or vocabulary or paragraphs. Rather, teach literacy through the subject itself, through example rather than rule. Preread difficult selections with your students, helping them see the overall pattern of the text information before they plunge in. Help them see how the results printed on the page grow from actual research or other kinds of studies. Explain the specialized conventions of writing in your field (e.g., codes, symbols, special research forms) and show how they are necessary to clear communications. If you have particular demands for the form of written work, describe and help the students master them. Teaching writing and reading in the subject area is, in large measure, a matter of demonstrating that you are concerned about the use of language and offering students assistance when they need it.

4. Offer many alternatives in written assignments. Get help from English teachers so that you can offer students creative as well as expository writing assignments and can draw on media forms as well as print. Why not let students demonstrate competence through a slide-tape or other audio-visual presentation? Is it possible for them to show what they know through a short story or play rather than a piece of explanatory prose? Most subject teachers who have tried offering

alternatives feel that enlarging the range of discourse considerably enriches students' understanding of the subject itself.

5. Include "purpose" and "audience" in written assignments. This is a simple trick, but one that will immeasurably increase the quality of your students' writing. Instead of simply asking for explanations to reveal mastery, have students write to somebody (to each other, to a person unfamiliar with the subject, to the president of a manufacturing company) for a purpose (to persuade somebody, to teach somebody something new, to explain a bright idea to someone in power). Whenever possible, make these real audiences--that is, have the students actually write for someone other than you.

6. Introduce journal writing in your class. The journal can be used in almost all subject areas as a place where an individual can write down, not just observations, but responses to what he or she is experiencing. In lieu of subject notebooks--often little more than routine gleanings from textbooks and lectures--have students write about their reactions and responses: to class discussions, to experiments, to people in the subject area. Most English teachers who use journals do not grade them, but rather, simply read the material from time to time to study responses and send reactions back to students. See somebody in the English department about this technique.

7. Present writing in your area as an example of personal narrative. Most scientists, historians, critics, philosophers, craftsmen have a story to tell. Whether they cast their writing in first person pronoun or present it as an objective essay, their writing tells a story. Perceiving subject writing in this way--even the writing of formal articles--helps students see the man or woman behind the printed page.

8. Encourage interviews as a way of learning. Children can successfully interview each other and adults from the early school years on. Interviewing develops oral language skills, "thinking" and synthesizing skills, the ability to transcribe and write, and finally, the editing process.

9. Use oral English as a mode of learning and sharing. Set up panels, group discussions, reports, debates, and even oral examination in your class. Stay away from traditional, formal speech situations such as the "five-minute report" or the "pop oral quiz." As with the teaching of writing, you need not be an expert in speech to draw on oral English successfully. Concentrate on helping students know their subject and find occasions to speak, with purpose, to an audience that cares to listen.

10. Respond to student writing as a subject-matter reader, not a theme grader. That is, when student writing comes in, don't perceive yourself in the role of freshman comp grader and start red penciling every error you see. First read the piece as you would any piece of writing in your field and respond to the student in terms of content. If you like the way the material is presented, say so. If the facts are wrong, point that out. At least initially, react to grammatical and spelling problems only as they genuinely interfere with your reading of the paper. If, as you receive more writing from students, you want to go into more detailed commentary about structure and style, there's no question English teachers will welcome your efforts. But you need not be a theme grader or editor to respond helpfully to the writing you receive.

11. Find publishing forms for student writing in your subject. Collect the better papers of the term and have them duplicated in a booklet. Display student work on bulletin boards in your class or the hallways. Have students send good writing to the school paper for possible publication or have them write up interesting class projects for possible use as a feature in the school paper. Let students collaborate on a book about your subject. Search out talent fairs where students can display and write up their project work.

12. Have your class create a guide to writing in your field. As students learn more and more about reading and writing in your area, they will be able to share some of their learning with future students. Have them put down what they know about how to write a good paper in your class--including matters of form as well as style and content--and duplicate it as a guide for next year's students. Then have next year's students prepare the revised second edition for their successor.

13. Explore the literary forms connected with your subject. While the bulk of subject-matter reading and writing will be directly connected with informational prose, students can gain new insights into the subject by reading literary materials as well. Most subjects have short stories and novels that have been written about them. Science, for example, has science fiction and novels of scientific criminology. History has the historical novel. Social science can draw on numerous plays, short stories, and dramas. With the help of the librarian or the English department, stock a related reading or extra-credit reading bookshelf in your classroom.

14. Bring in literary works written by subject-matter people.

Loren Eiseley, an anthropologist, has also written powerful poetry; Isaac Asimov has written fiction as well as informative books in science; John Kennedy wrote biography; Winston Churchill wrote history. Place these kinds of books on the extra-credit reading shelf.

15. Bring in biographies and autobiographies of major figures and personalities in your field.

16. Study the origins of specialized vocabulary in your area. Why is "mitre" a term for a woodworker's joint? Where did the term "carapace" come from? Why are those purple spiny sea creatures called "urchins?" In addition to unusual expressions, you can examine the jargon and argot ("secret" languages) of your profession along with the origin of terms.

17. Compare the language used in popular and technical articles in your field. Show students a professional article, a magazine or newspaper article, and a textbook discussion on a single topic and ask the students to compare the forms of language. How do language and content differ as writing is more or less specialized, more or less formal?

18. Have students translate technical reports or textbook studies into "dry" language. Also invite students to put their own knowledge of the subject into language that can be read by a younger brother or sister or a group of younger children.

19. Team-teach a course with an English teacher.[1]

---

[1]Judy, Stephen. "Writing Ideas for Teachers of Other Subjects." The ABC's of Literacy. Oxford University Press, 1980.

VI. Sample Lessons

A. Elementary

1. Subject: Mathematics

Grade Level: Third

PRE-WRITING

Introduce the assignment, including all five elements.

(Speaker)	Third graders
(Form)	Write four story problems each; using addition and subtraction, one or two digits, no regrouping.
(Purpose)	The finished problems will be put into books.
(Audience)	The books will be given to a second grade class.
(Subject)	Students can choose the subject(s) for each of their problems.

Brainstorm "clue words" which will indicate either addition or subtraction.

Addition clue words	Subtraction clue words
all together	how many left
in all	how many more
total	how many less
add	took ___ away
put together	left over

The lists should be saved so that students can refer to them later.

Brainstorm subjects ("What can I write about in my problem?")

Food--pizza, hot dogs, milk, pie, apples, oranges, etc.

Animals--horses, cows, dogs, cats, tigers, lizards, snakes, etc.

School items--pencils, erasers, books, desks, windows, etc.

Things in a drug store--aspirin, band-aids, magazines, candy, etc.

Continue with as many topics as time allows.

When brainstorming, accept all ideas and encourage creativity.

Provide models

a. Have examples from math texts available.

b. Divide the class into small groups. Give each group a number sentence and have them create a problem to share with the class. Discuss examples as a group. Post the examples for future reference.

Provide evaluation criteria

When the students are finished, they should ask themselves the following:

Is the math correct?

Can a second grader read this?

Did I use good clue words?

Did I use different subjects in each problem?

COMPOSING

Circulate among students

a. Provide assistance for students who have difficulty thinking of a subject by referring them to the lists.

b. Check for mathematical accuracy, appropriate use of terms, and consistency of subject matter within a problem.

c. Encourage students to think of their own number sentences, but provide quick suggestions if necessary, since the assignment emphasizes writing, not equations.

When students are done, collect their problems. This would be a logical time to take a break and go on to another activity.

EDITING (Do this later in the day or the next day, perhaps during the Language Arts period.)

Give students responsibility for editing their own work.

a. Divide the class into small groups of three or four students.

b. Provide copies of the evaluation criteria.

c. Students exchange papers within their group and give verbal feedback on the problems.

Direct students to make appropriate changes, taking peer evaluation into consideration.

This could be done immediately after peer editing or during some independent work time.

FOLLOW-UP

a. Copy problems onto a ditto master. (A primary typewriter would be useful.)

b. Pass around a ditto for students to sign.

c. Run off enough copies of the problems and the author page for the seond grade students.

d. Staple covers to each booklet and present them to the second grade teacher.

2. Subject: Children's Literature

Grade Level: First

PRE-WRITING

Stir up interest by sharing experience via class discussion on loose teeth. Discuss how it feels to have a loose tooth and how it affects what a person can eat. This is a common experience for first graders.

Provide further motivations and a model by reading "Little Rabbit's Loose Tooth," by Lucy Bate.

Present the assignment: Each student will write a weekly menu for the cooks in the cafeteria. The menu items will take into consideration the problems of children with loose teeth.

Use the board or individual worksheets to set up the story book model for students to follow. (The degree of modeling will depend on student abilities.)

"On (day) I chewed _____ with my loose tooth and _____ with my other teeth."

Determine whether students have the necessary skills for this assignment by reviewing with them the days of the week. Perhaps have them written on a chart.

Stimulate thought by brainstorming and making lists on the board of hard or crunchy foods to chew and soft or mushy foods to chew.

This will also serve to develop vocabulary, classification skills, and the concepts of hard and soft. Depending on how involved a lesson is desired, the elements of healthy versus junk foods could also be brainstormed, since the story includes that issue.

COMPOSING

While students are working on their sentences, the teacher circulates among them to see that the pattern is being correctly developed and to show students where the words they want are located on the brainstormed list. New ideas can be added and spellings provided.

EDITING SKILLS

As students write their sentences, the teacher recognizes and praises those students who remember to start sentences with capital letters and end with periods, as well as any other ksills that have been proviously taught. This prompts others to proof their sentences.

Upon completion, students could take turns reading their sentences to a partner in order to spotlight missing words or other mistakes. Encourage students to correct their mistakes.

FOLLOW-UP

Collect the papers and present them to the cooks to hang in the kitchen or an appropriate place.

B. Middle School

1. Subject: Home Economics

Grade Level: Seventh

PRE-WRITING

a. Hand out a printed copy of the written part of the assignment.

Assignment: Your group is to write a one paragraph report informing the other groups in the class how your cookies turned out. You must state: (1) what kind of cookies your group made; (2) if your group made them from scratch or used a mix (tell which mix); (3) and give two reasons why they turned out well or why they turned out badly.

b. Demonstrate/explain making of cookies.

c. Have student groups prepare cookies.

d. Tell students how to take notes for writing report.

e. Show examples of a well written report.

f. Handout evaluation sheet consisting of one sheet with two main sections.

A. Content

1. Did the group follow the written directions?

2. Did they write complete sentences?

3. Is the report easy to understand?

B. Mechanics

1. Circle the first word of each sentence that does not begin with a capital letter.

2. Underline the last word in the sentence if end punctuation(period, question mark, exclamation point) is not used.

3. Put a star above each misspelled word.

COMPOSING

a. Give the group class time to write a rough draft.

b. Circulate, giving hints when necessary.

EDITING

a. Exchange report with another group.

b. Make sure students use the evaluation sheets.

FOLLOW-UP

a. Grade the reports.

b. Use them to show students why they were successful or not successful by putting them on an overhead for the class to analyze.

c. Post reports so that all the students can read the results.

2. Subject: English, Social Studies, Health

Grade Level: Eighth

This unit could take from one to four weeks, depending on which activities teachers choose to use with their classes.

PRE-WRITING

a. Teacher establishes the assignment by having each student select a career or job field to research for a brief paper.

(subject) = a career or job field

(speaker) = the student

(form) = a research paper

(purpose) = to inform others about the training and requirements, opportunities, duties, hours, pay, benefits, satisfactions, and future outlook of a certain career.

(audience) = other students, teachers, and counselors

b. The teacher could use the following possible pre-writing activities

-Lead a class discussion on the definition of the word "work." Include such questions as, "Why work at all? How does someone who doesn't 'work' spend their time? If you didn't have to work for money, what would you do instead? Is that work?"

-Have class read and discuss selections from Studs Terkel's Working.

-Show and discuss filmstrips about various careers.

-Give class "Interest Inventory" (adapted from and available through the Vocational Advisory Service in New York, N.Y.)

-Have students examine and complete actual application forms from various occupations.

-Ask school counselors to visit the class to discuss issues involved in selecting a career. They could use interest surveys and activities with the class to familiarize students with job skills and occupational groupings.

-Introduce time-lines to the class and have students plot out their probable life-line. Students should include things like the ages at which they started school, will finish high school, will finish further education, will get married, will have first child, will see their children leave home, will retire, etc. They could color code these time-lines or break them into four separate life-lines for the categories of life, school, work, and marriage and family. By comparing these categories, students should realize that they will spend up to five times as many years at work than they will in school.

-Divide students into groups of four for strength bombardments. One person at a time in each group remains silent for five to ten minutes while all the others in the group tell them about their strengths. (These can be only positive comments.) The person to the left of the one being bombarded should list the strengths and give them to the bombarded student to keep and consider.

-Present students with a packet outlining requirements for the research paper. This packet should include a timetable, directions for researching, and how to use bibliography cards, outlining, footnoting, and evaluation criteria.

-Present models of research papers from other students who have done this activity in the past.

COMPOSING

a. The teacher helps the students make career choices and acts as a resource person. Following are some possible activities.

-Bring a box of S.R.A. Occupational Briefs into the classroom. These outlines in pamphlet form cover 300 careers that students may use as possible choices. Show students how to use the guide to find information about a career of their choice.

-Contact people actually engaged in various occupations and encourage students to interview these people. If possible, arrange for a "Career Day" where students may miss some school to spend time on the job with a person in the career of their choice.

-Assist students with the procedures of researching: note-taking, outlining and making a bibliography. Create work sheets on these procedures when necessary.

EDITING--RE-WRITING

a. The teacher shifts more responsiblity to the students.

-Give students a proofreading check list and a model exercise. Go over the exercise aloud with the class after they have had time to proofread it. Discuss their changes.

-Divide students into groups of three to read each other's papers and to use a checklist to proofread them. Be sure to give students enough time to discuss papers adequately and to make additional comments and suggestions for improvement.

-Have students take their papers to an experienced writer who will read their research and fill out the "Proof-reader's Checklist" (see appendix). This older person could be a teacher in the resource center, a parent, or an older sibling. Have the "checklist" turned in with the final copy.

-Give students a "Putting It All Together" check list to use before they hand in their final copy. (See appendix.)

FOLLOW-UP

The teacher shows students the results of their efforts.

-Return papers with comments and evaluation sheets which specify points earned. (This evaluation sheet should be the same as the one given to students when they received the assignment.)

-Ditto and compile all papers for use as a "Career Hand-book from the Class of---." This guide could be placed in the I.M.C. or Counselors' Office.

-Break students into groups of four or five and have them play the role of counselors in an employment agency. They must summarize their papers for a weekly report of "new job opportunities" for a review board. Next they present their summaries as a panel, orally, to the class, who plays the role of the review board.

E ALUATION OF RESEARCH PAPER ON CAREERS

PART I: Information (Possible 30) _____

____ Has used a variety of sources (5)
____ Has presented information in his/her own words (5)
____ Has covered the topic as completely as possible (5)
____ Has accurate information (5)
____ Has related the information to him/herself (10)
Comments:

PART II: Use of English skills (possible 30) _____

____ Spelling (3)
____ Punctuation (3)
____ Grammar and usage (3)
____ Capitals (3)
____ Complete sentences (3)
____ Sentence variety (3)
____ Clear pronouns (3)
____ Topic sentences (3)
____ Transitions (3)
____ Clarity (3)
Comments:

PART III: Following directions (possible 30) _____

____ Title Page (5)
____ Outline (5)
____ Introduction (5)
____ Footnote(s) (5)
____ Summary (5)
____ Bibliography (5)
Comments:

PART IV: Neatness and appearance (possible 10) _____

TOTAL POINTS _____

(-5 points for each day late)

GRADE _____

C. High School

1. Subject: English, Social Studies, Research Project

Grade Level: Sophomore

PRE-WRITING

a. Use audio-visual material (film, filmstrip, video or audio tape, pictures, etc.) to stimulate initial interest.

b. Generate questions about the topics suggested for projects.

c. Suggest forms (letters, report to the Nobel Committee, instructions, etc.).

d. Give a choice of audiences (historical figures, principal, etc.). (See chart in prewriting.)

e. Supply models of past projects, (Excellent and poor)

f. Use group discussions to further explore topic and to narrow ideas.

g. Have students select a topic of interest and a format to use.

h. Give a 5-10 minute quiet time, during which students think and write at least ten ideas about their topic.

i. Return to groups for peer evaluation of final topic and ideas.

j. Present evaluative material to be used for project. (See appendix.)

k. Teach skills needed for project.

1) Relevant vocabulary
2) Possible grammatical structures (eg., punctuation of scientific words)
3) Note-taking techniques and incorporation into paper (See appendix.)

l. Allow research time.

COMPOSING

a. As students organize materials, hold individual conferences to check for flow of ideas. Additional conferences may be required for some students.

b. When ideas seem organized, let students begin their first drafts.

c. Have reference materials (dictionary, thesaurus, technical manuals, etc.) available.

d. Function as a resource for subject matter and writing of project. Be active! This is not the time for sitting at the desk and correcting other papers!

e. Encourage with positive comments and refine with constructive criticism.

EDITING

a. Group students for peer editing.

b. Be sure each student has an evaluation sheet to edit papers.

c. Actively participate with the groups, adding comments only when needed.

d. Check contents and grammar on each project.

e. Repeat steps 1-5 (optional).

FOLLOW-UP

a. Teacher evaluates according to pre-set criteria.

b. Teacher presents all projects to the class via bulletin boards, student presentations, etc.

c. Teacher and students may discuss evaluation on an individual basis.

d. Teacher may present his/her own project, if done.

2. Subject: Science (Lab Report)

Grade Level: Freshman

This is one way to teach how to do lab reports in science classes. The most important considerations are that the report form is actually taught, criteria for evaluation are specified, and students receive peer feedback.

PRE-WRITING

a. Assign reading and note taking of texts, articles, etc.

b. Introduce the lab. Let students brainstorm what they already know about it.

c. Have students list questions to be answered by lab work.

d. Teach the lab report form.

e. Provide specific evaluative criteria and hand out peer editing sheet.

f. Explain observation techniques and provide a short exercise in observation and notetaking.

g. Discuss observation and the need for accuracy in taking notes.

h. Present models of past lab reports.

COMPOSING

a. Have students perform the experiment and take notes.

b. Provide time for lab write-up and be available to answer questions.

c. Write lab report as an example for students.

d. Let students write alone or with partners.

EDITING

a. Have students exchange papers and proofread for things listed on the evaluative sheet passed out during pre-writing. (This sheet might include mechanics and sentence structure as well as content evaluation.)

b. Circulate to answer questions.

c. Conference with groups or individuals if serious problems are evident.

FOLLOW-UP

a. Share own lab report with class.

b. Evaluate lab reports, checking accuracy of peer editing.

c. Invite an English teacher to the class to deal with recurring writing problems.

d. Post or ditto best lab reports to share with class for morale and review.

VII. Appendices

A. DATA CHARTS

Tired of getting word-for-word encyclopedia reports? Here is a simple way to combat the problem. Each column head could represent a paragraph idea. The summary helps to synthesize the best of all sources.[1]

SOURCE	PARAGRAPH IDEAS	
	What is an igloo?	How is an igloo furnished?
Seasons of the Eskimo Bremner, Fred		
"Igloo" World Book Encyclopedia		
An Eskimo Family Silver-Burdette Co.		
SUMMARY		

[1]Gary R. McKenzie, "Data Charts: A Crutch for Helping Pupils Organize Reports," Language Arts (October 1979), pp. 788-94.

B. EVALUATION GUIDE SHEETS

1. Guidelines for Peer Editing Groups

The following questions can be used by teachers to organize and evaluate the success of peer editing groups.

1. Are students responding to and revising each other's writing ideas, collaborating rather than competing?

2. Does the cross-commentary make students aware of their reader's vantage point and of alternative ways of expressing their material?

3. Do students sometimes compose together as well as critique each other's work?

4. Is the quality of student comments and suggestions improving?

5. Do students help each other make the content of their compositions more interesting and the structure more comprehensible?

6. Do students help each other catch faulty sentence structure and punctuation, but without concentrating solely on mechanics?

7. Do students make suggestions to help overcome sentence monotony, confusion of tenses, unnecessary repetition, obscure phrasing?

8. Can some students suggest sentence expansion, joining or disjoining sentences, using subordinate clauses, rewording phrases?

9. Do workshop discussions center on issues pertinent to the form of discourse as well as on issues common to all writing?[1]

---

[1] Bess Osburn and Jeanne Shane, "Evaluation Guide," Interaction, Houghton Mifflin Co., Boston, 1974, p. 11-12.

Reprinted in Student-Centered Language Arts and Reading, K-12: A Handbook for Teachers. by James Moffett and Betty Jane Wagner, Houghton-Mifflin Co., 1976, p. 420-421.

2. Six Criteria for Evaluating Papers

I. Content

A. Is the paper interesting?
B. Are the ideas relatively fresh and original?
C. Do the observations suggest critical perceptions and insight?
D. Are the conclusions developed from an objective, logical, comprehensive examination of the subject?
E. Does the paper go beyond trite comments and obvious statements?

II. Point-of-view

A. Is it written from a consistent viewpoint?
B. Is the tone appropriate to the audience, subject, and purpose?

III. A. Is the paper about the assigned subject?
B. Does it have a clear plan?
C. Is it developed logically?
D. Is the subject adequately limited?
E. Is the paper unified around a central thesis?
F. Are the introduction and conclusion effective?
G. Are the paragraphs organized?
1. Do they contain topic sentences?
2. Is all the material in each paragraph relevent to the topic sentence?
3. Are the sentences arranged in logical order?
4. Is continuity achieved with transitional devices?

IV. Style

A. Have unnecessary words been eliminated?
B. Are the sentences effective?
1. Are the sentences varied in length and type?
2. Are short, simple sentences used appropriately?
3. Is the passive voice used only where it is effective?
4. Is subordination used to signal intended relationship?
5. Is parallelism used where possible?
C. Is the voice natural?

V. Mechanical

A. Is the paper completely free of gross spelling errors and generally free of others?
B. Is helpful punctuation included?
C. Does the writer know when to capitalize and when not to?
D. Does the writer handle titles, syllabification, and abbreviations acceptably?
E. Is the paper free of major sentence faults? (Fragments, run-ons)

F. Does the writer follow acceptable usage standards in matters of agreement? (subject-verb, pronoun-antecedent)
G. Is the paper free of dangling modifiers?

VI. Degree of Difficulty[1]

[1]Lester Fisher, University of New Hampshire, Durham, New Hampshire.

3. Proofreading Checklist (Flementary)

____ I put my name on the paper.

____ I circled words I'm not sure of.

____ I used a capital on the first letter of each sentence.

____ I put a period, a question mark, or an exclamation mark at the end of each sentence.

____ I have had a friend read my work to me to see if it made sense.

____ My story tells what I want it to tell.

____ Each sentence makes sense all by itself.

____ I wrote a title for my story. I put a capital on the important words in my title.

4. Research Paper Proofreader's Checklist

Please read the rough draft and check it for each of the following items.

Name of Writer

Name of Proofreader

Content:

Are all the important questions about this topic answered clearly?

Is the topic explained in enough detail?_____

Has the student used HIS/HER own words?_____

Is the paper interesting to read?_____

_____

Opening Paragraph:

Does it arouse interest?_____

Does it state what the paper will do?___ Does it give some indication of how the paper will develop the main idea?_____

_____

Organization:

Is there one central idea to the paper?_____

Does each paragraph relate to that central idea?_____

Do paragraphs relate to the ones before them? _____

_____

Transitions:

Do the sentences in each paragraph flow together?_____

Does each paragraph flow smoothly from the previous one?_____

Do paragraphs lead into the following ones?_____

_____

Conclusion:

Is there a final paragraph summarizing the writer's reaction, opinion, feelings about the topic explained?_____

Is there an effective final sentence?_____

_____

Mechanics: Please correct in rough draft.

Spelling

Capitalization

Sentences: Check for fragments and run-ons.

Correct paragraphing: Are there unnecessary new paragraphs?

Punctuation: comma use

Apostrophe use

Style:

Are the sentences varied in length and type?_____

Are some words overused, repeated too often?_____

Is there a lot of "fuzz," or "padding?"

Add comments on the other side of this page.

5. PUTTING IT ALL TOGETHER--Final Check List

FIRST...Have a title page.

SECOND..Include your final outline.

THIRD...Make sure your introductory paragraph is interesting and informative.

FOURTH..Put the body of your paper together smoothly.

FIFTH...Draw conclusions and summarize with your final paragraph.

LAST....Include your final bibliography.

FINAL CHECK LIST: Check your paper for the items below. After you have checked each item, put an X on the blank.

_____1. Did you write in your own words, except when it was necessary to quote directly? Are direct quotes in quotation marks? Are direct quotes footnoted correctly?

_____2. Did you write in ink or type your paper? If typed, did you double space? Did you write on one side of the paper only? Did you leave a margin of one inch on all sides of the paper?

_____3. Does the title page have your name, the title of your report, and the date?

_____4. Does your outline follow one of the suggested forms? Are main topics directly under each other, sub-topics under each other, etc.

_____5. Is your bibliography alphabetically arranged and numbered? Are punctuation marks used correctly? Is there a period at the end of each entry?

_____6. Did you check your paper for:
_____ Correct spelling?
_____ Correct punctuation, especially commas?
_____ Correct grammar and usage?
_____ Agreement of subject and verb?
_____ Correct capitalizati ?
_____ Correct sentences?
_____ Clear pronouns--no "theys" without references, no impersonal "Yous" unless you are talking directly to the reader?
_____ Logical arrangement of topics?
_____ Transitions to tie the paper together?
_____ Clear language?
_____ Elimination of "fuzz" and over-used words?

6. High School Student Evaluation Sheet

Step 1:

Read the entire paper, then answer the following questions.

a. Is it interesting?
b. Does it make sense?
c. Do the ideas follow logically, or did you have to back-track to understand something?
d. Does the paper teach you something?

Step 2:

Re-read the paper looking for the following items.

a. Is each statement a complete sentence?
b. Are there any awkward or run-on sentences?
c. Does the first paragraph get your attention and introduce the purpose of the paper?
d. Does each paragraph have a topic sentence?
e. Do paragraphs have only one main idea?
f. Does the last paragraph summarize the paper and leave you with an emotion other than boredom?

Step 3:

Read the paper once more and check for the following items.

a. Are all the words spelled correctly?
b. Is all punctuation used correctly?
c. Is each paragraph clearly indented?[1]

---

[1]Larry Fhrhorn, Wisconsin Heights High School, Mazomanie, Wisconsin.

7. Writing Evaluation (Lafollette High School, English Department, Madison, Wisconsin.)

English_____ Paper No._____ Name_____

		Needs improvement	Excellent
I.	Organization		
	1.1 Does the thesis set up a clear focus for the paper?	[.....*.....]	
	1.2 Is each topic sentence clearly stated and limited?	[.....*.....]	
	1.3 Does the introduction lead smoothly into the body?	[.....*.....]	
	1.4 Does the conclusion reinforce the points made?	[.....*.....]	
II.	Development		
	Is the paper supported with specific details?	[.....*.....]	
III.	Coherence		
	3.1 Are details within the paragraph connect by transitions?	[.....*.....]	
	3.2 Are paragraphs connected by transitions?	[.....*.....]	
	3.3 Does the paper follow an orderly and evident plan?	[.....*.....]	
IV.	Style		
	4.1 Are the ideas stated in clear, concise sentences?	[.....*.....]	
	4.2 Is sentence variety evident?	[.....*.....]	
	4.3 Is the word choice precise?	[.....*.....]	

V. Fundamentals

Do errors occur in the following:

	Outstanding		
sentence construction- fragment?			
run-on?			
spelling?			
punctuation?			
agreement?			
tense consistency?			

8. Correction Symbols

p	punctuation
sp	revise misspelled word
wc	word choice (colloquial, overused, etc.)
wo	write out (abbreviation, number, etc.)
cap	capitalize word(s)
no cap	lower case word(s)
ʌ	omitted word(s)
t	change tense of verb
ref	pronoun reference unclear
vs agr	improve ver-subject agreement
pro agr	improve pronoun - antecedent agreement
ss	improve sentence structure
frag	revise sentence fragment
awk	rewrite awkward sentence
ro	run-on sentence
wd	wordy
rep	repetitious
¶	new paragraph needed
no ¶	no new paragraph needed
nc	not clear
trans	faulty (or nonexistent) transitions from paragraph to paragraph or within the paragraph
pos	apostrophe for possession

VIII. Reference List

Berthoff, Ann E. Forming, Thinking, Writing: The Composing Imagination. Montclair, New Jersey: Boynton Book Publishers, Inc., 1981.

_____. The Making of Meaning: Metaphors, Models, and Maxims for Writing Teachers. Rochelle Park, New Jersey: Hayden Book Company, 1978.

Cooper, Charles R. and Lee Odell. Evaluating Writing: Describing, Measuring, Judging. Urbana, Illinois: National Council of Teachers of English, 1977.

Crestwood Writing Program, Crestwood Elementary School, Madison, Wisconsin.

Delmer, R. Jay. "Composition and High School: Steps Toward Faculty Wide Involvement." English Journal, November, 1978, 67(8), pp. 36-38.

Donnelly, Carol and Giselle Stevens. "Streams and Puddles: Comparison of Two Young Writers." Language Arts, October, 1980 (57), pp. 735-41.

Duke, Charles R. "The Student-Centered Conference and the Writing Process." English Journal, December, 1975 64(9), p. 44.

Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973.

Fadiman, Clifford and James Howard. Empty Pages: A Search for Writing Competence in School and Society. Belmont, California, Fearon Pitman Publishing, Inc., 1979.

Fisher, Carol and Ann C. Terry. Children's Language and the Language Arts. New York: McGraw-Hill Book Company, 1977.

Geuder, Patricia A. and others. They Really Taught Us How to Write. Urbana, Illinois: National Council of Teachers of English, 1974.

Golden, Joanne M. "The Writer's Side: Writing for a Purpose and an Audience." Language Arts, October, 1980, 57(7), pp. 756-61.

Graves, Donald H. "A New Look at Writing Research," Language Arts, November-December, 1980, 57(8), pp. 913-18.

Hardaway, Francine. "What Students Can Do to Take the Burden Off You." English Journal, January, 1975, pp. 577-80.

Hiatt, Mary P. "Students at Bay: The Myth of the Conference." College Composition and Communication, February, 1975.

Hillerich, Robert L. "Developing Written Expression: How to Raise—Not Rage—Writers." Language Arts, October, 1979, 56(7), pp.769-77.

Kingston, Cecelia. Contempetency Tests and Beyond: Improving Student Writing. (Conference Presentation), May, 1979.

Klein, Amelia and Judith Schickedanz. "Preschoolers Write Messages and Receive Their Favorite Books." Language Arts, October, 1980, 57, pp. 732-34.

Lehr, Fran. "Eric/RCS Report: Writing as Learning in Content Areas." English Journal. November, 1980, 69(8), pp. 23-25.

Logan, Carolyn. "Myth and Method." English Journal, April, 1970, 59(4), pp. 548-50.

Lundsteen, Sara W. Children Learn to Communicate: Language Arts Through Creative Problem-Solving. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

McKenzie, Gary R. "Data Charts: A Crutch for Helping Pupils Organize Reports." Language Arts, October, 1979, 56(7), pp. 784-88.

Moffett, James and Betty Jane Wagner. Student Centered Language Arts and Reading, K-13: A Handbook for Teachers. 2nd ed. Boston: Houghton-Mifflin Co., 1976.

Murray, Donald. "Why Teach Writing and How." English Journal. 1973, pp. 1234-37.

Palmer, Orville. "Seven Classic Ways of Grading Dishonestly." The English Journal, October, 1962, 51(7), pp. 464-62.

Petrini, Glenda. "Teach Johnny How to Write for Social Studies Essay Tests." The Clearing House, May, 1976, 49(9), pp. 394-96.

Pinnell, Gay Su, ed. Discovering Language with Children. Urbana, Illinois: National Council of Teachers of English, 1980.

Pratt, John H. "To Tape or Not to Tape." School and Community, December, 1970.

Sanacore, Joseph. "School-Wide Writing Strategies." The Clearing House, April, 1980, 53(8), pp. 391-93.

Shuman, R. Baird. Questions Teachers Ask. Rochelle Park, New Jersey: Hayden Book Company, 1977.

_____. "What About Revision?" English Journal, December, 1975, 64(9), p. 41.

Smelstor, Marjorie, ed. A Guide to the Role of Grammar in Teaching Writing. Madison, Wisconsin: University of Wisconsin Extension, 1978.

Stanford, Gene, Chairperson. How to Handle the Paper Load. Urbana, Illinois: National Council of Teachers of English, 1979.

Tway, Eileen. "Teacher Responses to Children's Writing." Language Arts, October, 1980, 57(7), pp. 763-72.

"Viewpoint: How Children Learn to Write." Language Arts, October, 1980, 57(7).

Walmsley, Sean. "What Elementary Teachers Know About Writing." Language Arts, October, 1980, 57, pp. 732-34.

Wiseman, Donna and Dorothy Watson. "The Good News About Becoming a Writer." Language Arts, October, 1980, 57(7), pp. 750-55.

Zarnowski, Myra. "Teacher-Writers: The Common Ground." Language Arts, May, 1980, 57(7), pp. 503-507.

Wisconsin Writing Project Participants

Summer 1981

Marlene Anklam
Edgerton Elementary Schools

Sue Batt
Waterloo Schools

Nancy Bicha-Dale
University Lake School
Hartland

Jan Bonsett-Veal
Deerfield Middle/High School

Nancy Booth
Deerfield Elementary School

Vaughn Paul Bossell
Menominee School District
Keshena

Coleen Burns
Wilton Elementary School

Linda Christensen
Verona High School

Jeffrey D. Conn
Homestead High School
Mequon

Larry Ehrhorn
Wisconsin Heights High School
Mazomanie

Lori Hamann
Jefferson Middle School
Madison

Diane Hein
Orchard Ridge Elementary
Madison

Peggy Jewell
Kettle Moraine High School
Wales

Elizabeth M. Jones
Dousman Elementary School

Paula Laundrie
Waterloo Elementary

Cindy Lewis
Windsor Elementary School

Beverly Martin
Keshena Elementary School

Jackie Martindale
Lodi High School

Fran Mc Guire
Middleton High School

Susan McKamey
Neopit Elementary School

Brian Moushey
Deerfield Middle School

Penny Parsons
Wisconsin Heights High School
Mazomanie

Susan Perry
Lincoln Elementary School
Madison

Michael Scheer
Sabish Jr. High School
Fond du Lac

Kathleen Schneider
Kettle Moraine High School
Wales

Joan Shaw
Woodworth Jr. High School
Fond du Lac

William Shaw
Woodworth Jr. High School
Fond du Lac

Estela Valdez
Park Elementary School
Cross Plains

Carole Vincent
E. G. Kromrey School
Middleton

The Wisconsin Writing Project is an effort by school teachers, college faculty, and curriculum specialists to improve the teaching of writing at all levels of education. The Project is funded by the University of Wisconsin-Madison, the University of Wisconsin Extension, the Wisconsin Improvement Program, the Wisconsin Native American Teacher Corps, and the National Endowment for the Humanities (through the University of California, Berkeley). The views expressed in this guide do not necessarily represent the views of the above named organizations.

Individuals desiring information concerning the Wisconsin Writing Project should write to:

Wisconsin Writing Project
Teacher Education Building
University of Wisconsin
225 North Mills Street
Madison, Wisconsin 53706
(608)263-4614

1200-3A2T004-81